DOCUMENT RESUME

ED 138 683 UD 016 940

AUTHOR Spivack, Frieda K.
TITLE Native Language Arts--English as a Second Language Program; School Year 1974-1975.
INSTITUTION New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE 75
NOTE 19p.; New York City Board of Education Function No. 09-59614

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Disadvantaged Youth; *English (Second Language); *High School Students; *Language Enrichment; Language Fluency; Language Programs; *Non English Speaking; *Program Effectiveness; Program Evaluation; Secondary Education; Spanish Speaking
IDENTIFIERS *Elementary Secondary Education Act Title I; ESEA Title I; French Speaking; *New York (New York)

ABSTRACT

This Native Language Arts-English as a Second Language Program funded under Elementary Secondary Education Act Title I was designed for economically disadvantaged students who were speakers of a language other than English, and whose ability to read and write in their native tongue and in English was not adequate to permit through June 1975 in 34 high schools serving 6,750 students in grades 9-12. Most pupils in the program attended a double period of native language arts or a double period of English as a second language or a double or single period of both or only period, depending on their individual needs. In other subject areas they were integrated into the mainstream of the school. Class size was between 14 and 20 students to provide for individualization of instruction. There were classes, in most schools, for beginning, intermediate, and advanced level students. Parallel programming of these classes allowed students to switch classes as their language competency increased. Results indicated that achievement test scores on post tests, the Stanford Achievement Test and the Inter-American Series Test, showed significant differences in reading comprehension in Spanish and/or French as well as in auditory and reading comprehension in English. Improvement was noted for a major proportion of the population. A special feature of this program is the close relationship between the central office, its director, teacher-trainers, and paraprofessionals. (Author/AM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

EVALUATION REPORT

Function No. 09-59614

ED138683

NATIVE LANGUAGE ARTS - ENGLISH AS A SECOND LANGUAGE PROGRAM

SCHOOL YEAR 1974-1975

DR. FRIEDA K. SPIVACK

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

UD016940

An evaluation of a New York City School District educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10) performed for the Board of Education of the City of New York for the 1974-1975 school year.

2

Dr. Anthony J. Polemeni, Director (Acting)

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF EDUCATIONAL EVALUATION
110 LIVINGSTON STREET, BROOKLYN, N. Y. 11201

TABLE OF CONTENTS

	PAGE
I The Program	1
Description of Program	1
Selection of Subjects	1
II Evaluative Procedures	2
Evaluation Objective 1	2
Evaluation Objective 2	2
Evaluation Objective 3	3
Discrepancies between numbers tested and the total "N"	13
III Findings	3
Evaluation Objectives	4
Utilization of Facilities and Materials	7
Servicing the needs of the target population	7
IV Summary of major findings	8
Conclusions	8
Recommendations	9
V Exemplary program abstract	12
List of Tables	
Table I	4
Table II	5
Table III	5
Table 30C - MIR Form	14

I The Program

This program was designed for economically disadvantaged students who are speakers of a language other than English, and whose ability to read and write in their native tongue and in English was not adequate enough to permit any degree of success in school. It supplemented a city tax levy program.

The program was in operation from September 1, 1974 through June 30, 1975 in 34 high school serving approximately 6,750 students in grades 9-12. There were approximately 116 teachers and 99 educational assistants.

Most pupils in the program attended a double period of Native Language Arts or a double period of English as a second language or a double or single period of both or only 1 period, depending on their individual needs. In other subject areas they were integrated in the mainstream of the school. In the vocational high schools there were single periods of English as a second language or native language arts because of the scheduling of double shop periods. Class size was between 14 and 20 students thus providing individualization of instruction. There were classes, in most schools, for beginning, intermediate and advanced level students which were scheduled to meet at the same time. This type of parallel programming enabled students to move within the language classes when they demonstrated language proficiency.

Selection of Subjects

For the most part, students were screened and selected for this program by guidance personnel and teachers using screening placing struments, standardized and non-standardized tests and the Puerto Rican Scales A and B. Students rated

C to F on the Puerto Rican Scale were considered good candidates for the ESL component of this program. Students with a low proficiency in reading and writing ability in their native language (Spanish or French) were considered good candidates for the NLA component of this program.

II Evaluative Procedures

Evaluation Objective #1: To determine whether, as a result of participation in the program the reading grade of the participants would show a statistically significant difference between the pre-test score and the post-test score.

Subjects: All participants in the NLA program.

Methods and Procedures: Level 1, Form CES of the test, Prueba de Lectura, were administered twice, the week of October 16 and the week of April 15.

Analysis of Data: To measure statistical significance, correlated t tests were run between pre-test and post-test raw scores.

Evaluation Objective #2: To determine whether as a result of participation in the program, the aural-oral skills in English would show a statistically significant difference between the pre-test score and the post-test score.

Subjects: All participants in the ESL program.

Methods and Procedures: Stanford Achievement test, Level II, Form A, subtests in reading and auditory skills were adminstered twice during the week of October 16 and the week of April 15.

Analysis of Data: Data was analyzed by correlated t tests, between pre-test and post-test raw scores.

Evaluation Objective #3: To determine the extent to which the program as was actually carried out, coincided with the program as described in the project proposal.

Methods and Procedures: The evaluator-consultant observed 20 different schools on two occasions and observed more than 100 classes. Special meetings were held at the schools and at central headquarters with coordinators, teachers, chairmen, and paraprofessionals connected with the program.

III Findings

Evaluation Objectives

Evaluation Objective #1: To determine whether, as a result of participation in the NLA Program, the reading grade in Spanish or French of the participants would show a statistically significant difference between the pre-test score and the post-test score.

Results: Using the test, Prueba de Lectura, the total reading comprehension scores increased from a mean score of approximately 3.1 to a total mean score of 3.4. The total mean score does not reflect the true growth of this population. For 81.7% of the population's scores on the post-test was greater than 3.5. This compares favorably to the pre-test score of greater than 3.5 for only 59.5% of the population. An increase of 22.2% for this population in scores greater than 3.5 shows excellent progress. However, the pattern of these scores demonstrate that there are two distinct populations within the NLA

program. For this reason next year 2 levels of the Prueba de Lectura should be considered for matching achievement levels of NLA students.

TABLE I

Inter-American Series Spanish and French Reading Comprehension

	G. E.	Pop. Sample	Pop.%
Post reading comprehension - low scores	$\leq$ 2.0	N = 59	12.0%
Post reading comprehension - high scores	$\geq$ 3.5	N = 400	81.7%
In between post-test scores	2.0 - 3.5	N - 30	6.3%
			100.0%
Pre-reading comprehension - low scores	$\leq$ 2.0	N = 81	16.5%
Pre-reading comprehension - high scores	$\geq$ 3.5	N = 290	59.5%
In between pre-test scores	2.0 - 3.5	N = 118	24.0%
			100.0%

As can be seen from the above table the Inter-American Series Test, Level 1, is not applicable for all NLA students. The NLA population is made up of two levels. Therefore level 1 and level 2 should be administered as the pre- and post-test.

Evaluation Objective #2: To determine whether as a result of participation in the program, the auditory discrimination and reading comprehension scores would show a statistically significant difference between the pre-test score and the post-test.

Results: The grade equivalency mean of the total auditory score for the total number of students tested increased from an average of 1.81 to 2.17. The total reading score for the total number of students tested also increased from an average of 2.29 grade equivalency mean to an average of 2.63. (9, 10, 11 and 12 grades combined).

TABLE II

Stanford Achievement Test Primary Level II - Post-Reading Scores

	G.E.	Pop.Sample	Pop.%
Post reading comprehension - low scores	$\geq$ 2.0	N = 712	22.0%
Post reading comprehension - high scores	$\leq$ 4.0	N = 445	14.0%
In between post-test scores in reading	2.0-4.0	N = 2028	64.0%

TABLE III

Stanford Achievement Test Primary Level II - Post-Auditory Scores

	G.E.	Pop.Sample	Pop.%
Post auditory discrimination - low scores	$\geq$2.0	N = 1877	58.0%
Post auditory discrimination - high scores	$\leq$4.0	N = 891	29.0%
In between post-test scores in auditory	2.0-4.0	N = 382	13.0%

As can be seen from the above tables the Stanford Achievement Test, Primary Level II, is not applicable for all ESL students. The ESL population is made up of two levels, therefore Level II and Level III should be administered as the pre- and post-tests to this population. Also seen from the above tables, more students improved to a greater extent on the auditory discrimination sub-test than the reading comprehension sub-test. For this reason, the reading component within this program should be examined carefully for improvements.

Evaluation Objective #3. To determine the extent to which the program as was actually carried out, coincided with the program as described in the project proposal.

The evaluator-consultant observed 20 different schools in this program and found that individual schools had distinctive positive features; one school had a mini ESL/NLA school; another had a bilingual component as part of the ESL/NLA program; and still another had a strong emphasis upon learning English as a dominant language. Students in the more than 100 classes that the evaluator-consultant visited, seemed for the most part, interested and responsive. Teachers were, for the most part, well prepared and hard-working.

Special features of the ESL/NLA programs are possible because of special methodology, family-like atmosphere, the individualized assistance, the familiar, relaxed environment, and the homogeneous grouping of students. In this way the students can be given prescriptive programs in an accepting, positive learning environment with specially concerned and competent teachers. The high degree of teachers-paraprofessionals - students interaction is a key to the effectiveness of this program.

Recommendations from the last prior study are the following:

1. That provision be made for an additional field coordinator trainer.
2. That an additional native-speaking bilingual educational assistant be assigned to any class with 15 students in it.
3. That some additional time be provided for training and exchange institutes and that a full-day conference be scheduled at some point toward the end of the program in order to exchange information on accomplishments in the

individual schools and in order to help plan for an improved program for the next year.

4. That there be sufficient personnel to help the schools during the organization period in the spring so that the classes be organized which contain the students who meet the specifications of the program and those who had most benefit from this unique bilingual educational program.

For the most part all of the above recommendations were implemented to the degree to which budget permitted. Recommendations 3 and 4 need to be continued for the next school year, since there are always new teachers and inexperienced teachers who need training and organizational help.

Utilization of Facilities and Materials

ESL/NLA classes were scheduled and taught as part of the regular high school program. As such, the usual classroom space and facilities for subject areas were provided. The ESL/NLA program was supervised by Speech, Foreign Languages, and English High School Assistant Principals. Sufficient space for storage and office area were provided within the above departments.

Servicing the needs of the Entire Population

A number of special features of the program contributed to servicing the needs of the ESL and NLA population. These included: 1. The limiting of class size 14 to 20 youngsters; 2. An abundance of adequate material on different reading levels; 3. A counseling component was available for students having problems; 4. A sincere interested was noted by the evaluator-consultant on the part of most teachers for students having difficulties.

For this reason, ourcomes such as the high level of attendance of ESL and NLA students of ESL and NLA students as compared to the entire population within the 34 schools is not unexpected. A comparison of attendance percentages between entire population and ESL/NLA population is in order:

A - Attendance for entire population was 74.20%.

B - Attendance for 10 grade - 12 grade ESL/NLA populaton was 86.0%.

C - Attendance for 9 grade ESL/NLA population was 89.0%.

Therefore there was a 14.8% higher attendance for 9 grade ESL/NLA population and a 11.8% higher attendance for 10 - 12 grades ESL/NLA population than the entire population of high school students in the 34 schools.

Other district programs did not cross-reference or have an impact upon this project.

Summary of Major Findings

According to Table 30C achievement scores on post-test, Stanford Achievement Test and Inter-American Series Test showed significant differences in reading comprehension in Spanish and/or French as well as in auditory and reading comprehension in English. Improvement was noted for a major proportion of the population. The high attendance findings points to the more than satisfactory import of this program.

Conclusions

A special feature of this program is the close relationship between central office, its director and teacher-trainers with teachers in the field and their paraprofessionals. For the most part well organized tracher-training programs were

observed. Selected teachers participated in writing uniform examinations with the help of teacher-trainers. For the most part teachers were cooperative in accepting constructive criticisms and evaluations from teacher trainers.

Recommendations

The evaluator-consultant recommends that this program be continued. However, some recommendations for improvement of the program are in order. They are the following:

1. Another level test should be found to substitute for the Stanford Reading and Auditory Test, Primary Level II. Level III of the Stanford Achievement Test should be tried for students evaluated as B or C on the Puerto Rican Scale, while continuing with Level II, for students rated D, E and F, on the Puerto Rican Scale. Criterion reference tests should be tried since there is presently no achievement test that is normed on a representative sample similar to this population.

2. The Inter-American Series Test Level I and Level II, should be used as both pre- and post-tests. According to the findings reported elsewhere, a sizeable number of youngsters are at the top or at the bottom of the test. Two groups, a Level I and Level II, should be created in the NLA program.

3. Many teachers and chairpersons in ESL and NLA program find that their students need more than two years in ESL. Students slow progress in learning to speak and read and write English as shown in the achievement levels in this report concur with the reactions of personnel working with the students. Therefore, a transitional fifth term of English as a bridge between ESL and high school English class should be created.

4. Schools that have 3 or more teaching positions in ESL and NLA programs need a position of coordinator to oversee its operation and organization. It is suggested that the coordinator have special qualifications. They are: a. experience in the ESL/NLA program; b. positive human relationships with the students, teachers and chairpersons connected with the program; c. an understanding and sensitivity to the cultural background of students in the program; d. an ability to guide and counsel students and/or be able to refer students for help; e. an awareness of all the forms (screening, placement and prescriptive) which must be kept for each student in the program; f. a responsible keeping of statistical data for the program (book orders, inventories, evaluation sheets, drop-out rates, discharge rates, and accurate testing procedures.) See Data Loss Form.

5. From statements received from teachers there is a dire need for a bilingual psychologist to assist with severe, moderate and mild language learning problems.

6. Time and money should be allotted for full day workshops to be planned for NLA teachers, ESL teachers, paraprofessionals, coordinators, subject ar. teachers and chairmen of various subject area departments.

7. All ESL and NLA material should be indexed and catalogued and ordered well in advance. Special materials should be ordered for certain schools having special programs. Different models of ESL/NLA programs exist in various schools and need special materials.

8. A continuous evaluation of the students are needed. Attendance and testing figures must be kept in order. Discharge students and January graduates must be tested before the youngsters leave the program. See Data Loss Form .

9. Coordinators of the program should be given only three teaching periods. There should be an alternation of reimbursable positions so that teachers in those positions can learn prescriptive teaching techniques under the supervision of the coordinator.

10. A proper clarification of student selection in the NLA programs needs to be considered. A proper placement of students on various levels within the NLA and ESL programs needs to be considered.

11. A stronger reading component within the ESL/NLA program needs to be considered.

Exemplary Program Abstract Function #09-59514

Component Code	Activity Code	Objective Code
6 6 6 1 5	7 2 0	8 0 1
6 6 6 1 6	7 2 0	8 0 1
6 1 4 1 5	7 2 0	8 0 1
6 1 4 1 6	7 2 0	8 0 1
6 1 4 1 5	7 2 0	8 0 1
6 1 4 1 6	7 2 0	8 0 1

The ESL/NLA program served approximately 6,750 9th, 10th, 11th & 12th grades foreign speaking, economically deprived and often disadvantaged high school students. Students came to this program with no knowledge of English and a minimal ability in their own native language. Statistically significant gains were made by the students and findings for objectives #1 and #2 showed real improvement. The ESL/NLA students are helped to: 1. become acculturated and socialized in a new environment while maintaining the integrity of their prior cultural heritage. 2. become language confident in English and in their own native language. 3. learn from teachers who are professionals, empathetic and who take a personalized interest in them.

The ESL/NLA programs are crucial to the future of a huge number of students who might otherwise be neglected and untaught.

13

OFFICE OF EDUCATIONAL EVALUATION - DATA LOSS FORM

(attach to MIR, item #30) Function # 09-59614

In this table enter all Data Loss information. Between MIR, item #30 and this form, all participants in each activity must be accounted for. The component and activity codes used in completion of item #30 should be used here so that the two tables match. See definitions below table for further instructions.

Component Code	Activity Code	(1) Group I.D.	(2) Test Used	(3) Total N	(4) Number Tested/ Analyzed	(5) Participants Not Tested/ Analyzed		(6) Reasons why students were not tested, or if tested, were not analyzed	
						N	%		Number/ Reason
56615	720	9th	Prueba de Lectura	300	165	135	38.5%	Discharge-mainstreamed,etc. Absent-test days Truants Incomplete results-New Admits,etc.	8.5% 8.0% 10.0% 12.0%
66616	720	10-12	Prueba de Lectura	450	239	211	47.0%	Discharge-mainstreamed,graduated Absent-test days Truants Incomplete results-Late Admits, etc	10.0% 8.0% 13.0% 16.0%
66615	720	9th	Stanford Aud.	2000	1046	954	48.0%	Discharge-mainstreamed,etc. Absent-test days Truants Incomplete resutls-Late Admits, etc	10.0% 8.0% 13.0% 17.0%
66616	720	10-12	Stanford Aud.	4000	2083	1917	48.0%	Discharge-mainstreamed,etc. Absent-test days Truants Incomplete results-Late admits,etc.	10.0% 8.0% 13.0% 17.0%
66615	720	9th	Stan. Read.	2000	1046	954	48.0%	Same as above - See Stanford Aud. Same as above ditto	
66616	720	10-12	Stan. Read.	4000	2083	1917	48.0%	Same as above " Same as above "	

(1) Identify the participants by specific grade level (e.g., grade 3, grade 9). Where several grades are combined, enter the last two digits of the component code.

16 (2) Identify the test used and year of publication (MAT-70, SDAT-74, etc.). 17

(3) Number of participants in the activity.

(4) Number of participants included in the pre and posttest calculations found on item#30.

(5) Number and percent of participants not tested and/or not analyzed on item#30.

(6) Specify all reasons why students were not tested and/or analyzed. For each reason specified, provide a separate number count. If any further documentation is available, please attach to this form. If further space is needed to specify and explain data loss, attach additional pages to this form.

PROGRAM TITLE: NATIVE LANGUAGE ARTS - ENLGISH AS A SECOND LANGUAGE

FUNCTION # 09-59614

Use Table 30C. for norm referenced achievement data not applicable tc tables 30A. and 30B.

30C. Standardized Test Results

In the table below, enter the requested information about the tests used to evaluate the effectiveness of major project components/activities in achieving desired objectives. Before completing this form, read all footnotes. Attach additional sheets if necessary.

Component Code	Activity Code	Test Used[1]	Form		Level		Total N[2]	Group ID[3]	Number Tested		Pretest			Posttest			Statistical Data		
			Pre	Post	Pre	Post			N[4]	Score Type[5]	Date	Mean	SD[6]	Date	Mean	SD[6]	Test[7]	Value[8]	Level[9]
66615	720	Prueba de Lect	CES	CES	Pri-mary	Pri-mary	300	9th	165	6	10/74	62.24	18.4	4/75	68.23	14.8	t	9.36	p.≤.001
66616	720	Prueba de Lect.	CES	CES	Pri-mary	Pri-mary	450	10-12	239	6	10/74	63.18	16.3	4/75	67.80	14.4	t	8.11	p.≤.001
61415	720	Stanford Auditory	A	A	II	II	2000	9th	1046	1	10/74	1.67	.99	4/75	1.93	1.14	t	13.0	p.≤.001
61416	720	Stanford Auditory	A	A	II	II	4000	10-12	2083	1	10/74	1.96	1.22	4/75	2.39	1.04	t	43.0	p.≤.001
61415	720	Stanford Reading	A	A	II	II	2000	9th	1046	1	10/74	2.10	.83	4/75	2.45	.88	t	11.3	p.≤.001
61416	720	Stanford Reading	A	A	II	II	4000	10-12	2083	1	10/74	2.48	.79	4/75	2.81	.85	t	33.0	p.≤.001

1/ Identify Test Used and Year of Publication (MAT-58; CAT-70, etc.)
2/ Total number of participants in the activity
3/ Identify the participants by specific grade level (e.g., grade 3, grade 5). Where several grades are combined, enter the last two digits of the component code.
4/ Total number of participants included in the pre and post test calculations.
5/ 1 = grade equivalent; 2 = percentile rank; 3 = Z Score; 4 = Standard score (publisher's); 5 = stanine; 6 = raw score; 7 = other.
6/ S.D. = Standard Deviation
7/ Test statistic (e.g., t; F; X^2).
8/ Obtained value
9/ Specify level of statistical significance obtained (e.g., $p \leq .05$; $p \leq .01$).